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ABSTRACT

The Foreign Language/Area Studies Enhancement Program at Central State University (Ohio) is an experience-centered work and study program in Africa designed to give students training in language, culture, and technology. It parallels and supports the university's northern Senegal water management project designed to promote self-sufficiency among villagers in the husbanding of water resources. French and Wolof language and culture training are conducted through both overseas and classroom instruction and practical use of skills in the context of a major economic and agricultural development program. Over 700 students have participated in the program on campus and overseas; 58 students, faculty, and staff have traveled to Senegal, and program expansion has begun. Understanding of West African culture has been enhanced on campus, and instruction in foreign languages and renewable energy technology has been improved at the university, and the university has also developed an ongoing relationship with the government and people of Senegal. (MSE)

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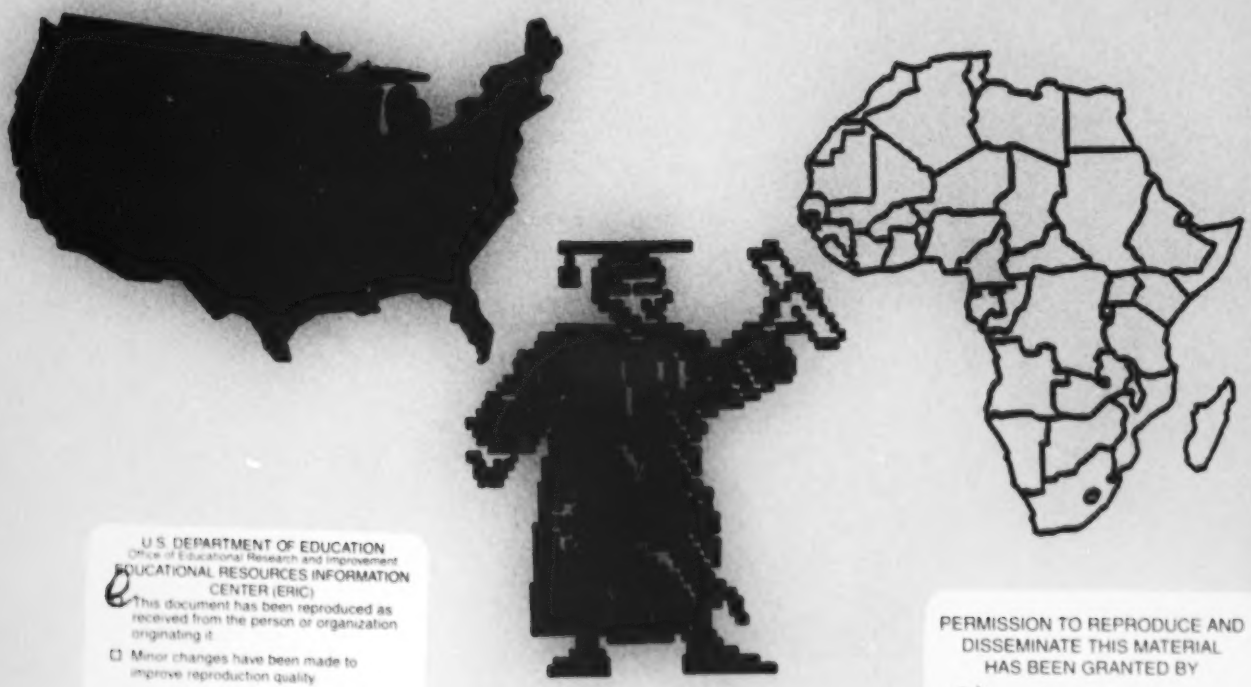
FINAL REPORT

"FOREIGN LANGUAGE/AREA STUDIES ENHANCEMENT PROJECT"
(P116B20150-94A)

CENTRAL STATE UNIVERSITY
JUNE, 1996

ED 415 676



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Office of Sponsored Programs, Contracts & Grants ❖ (513) 376-6671

June 30, 1996

Mr. Charles K. Storey
Program Officer
Fund for the Improvement of
Postsecondary Education
Room 3100, ROB-3
7th and D Streets, S.W.
Washington, D.C. 20202-5175

Reference: "Foreign Language/Area Studies Enhancement Project", Central State University (PB116B20150-94A).

Dear Mr. Storey:

Per the requirements of the grant referenced above, please find enclosed five (5) copies of the **Project Final Report** and its accompanying videotape and brochures. Thank you for the support that you have provided to Central State University over the past several years.

Sincerely,

Clark W. Fuller

Clark W. Fuller
Co-Project Director

cc: Dr. William Felker

FINAL REPORT

"FOREIGN LANGUAGE/AREA STUDIES ENHANCEMENT PROJECT" (P116B20150-94A)

CENTRAL STATE UNIVERSITY
JUNE, 1996

Funded By

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

U.S. Department of Education

COVER SHEET

Grantee Organization:

Central State University
Office of Sponsored Research &
Foreign Languages Department
1400 Brush Row Road
Wilberforce, Ohio 45384

Grant Number:

P116B20150-94A

Project Dates:

Starting Date: September 1, 1992
Ending Date: August 31, 1995
Number of Months: 36

Co-Project Directors:

Dr. William Felker/Mr. Clark Fuller
Foreign Languages/Sponsored Research
Central State University
1400 Brush Row Road
Wilberforce, Ohio 45384
Telephone: (513) 376-6461/6312

FIPSE Program Officer: Charles (Chip) Storey

Grant Award:

Year 1	$ 93,334
Year 2	$ 85,881
Year 3	$ 79,596
Total	$258,811

PROJECT SUMMARY PARAGRAPH

FOREIGN LANGUAGE/AREA STUDIES ENHANCEMENT PROJECT
Central State University

Co-Project Directors: Clark W. Fuller/William Felker
Office of Sponsored Research
Central State University
1400 Brush Row Road
Wilberforce, Ohio 45384
(513) 376-6312

Titles of Reports/Products:

1. Project Annual Report (Year One), April, 1993;
2. Project Annual Report (Year Two), April, 1994;
3. Project Annual Report (Year Three), November, 1995;
4. Supporting Project Final Report, January, 1994;
5. Project External Evaluations, Years 1, 2 and 3;
6. Project Videotape and Brochure, August, 1995;
7. Project Final Report, June, 1996.

This three year project began in 1992 and supported an experience-centered, cooperative education program that gave Central State University students on-site training in language, culture, and technology. It increased the knowledge of primarily minority students and faculty regarding the language, culture, history and economics of selected West African countries through a project of personal interaction in overseas work-study projects - particularly in Senegal. On-campus and overseas French and Wolof language training culminated in the practical application of language skills through participation in water, health and agricultural development projects in Senegal. More than seven hundred students participated in the project, and more than fifty students, faculty and staff traveled overseas. Both the FIPSE and the supporting economic development projects continue to function.

EXECUTIVE SUMMARY

"FOREIGN LANGUAGE/AREA STUDIES ENHANCEMENT PROJECT"

CENTRAL STATE UNIVERSITY
OFFICE OF SPONSORED RESEARCH
1400 BRUSH ROW ROAD
WILBERFORCE, OHIO 45384
POC: CLARK W. FULLER (513) 376-6312

A. Project Background, Origin and Purpose

Since July 1991, Central State University (CSU) has been conducting a water management and development program in West Africa to address critical shortages of safe drinking water. The primary project (designated the **NORTHERN SENEGAL WATER MANAGEMENT PROJECT**) is a pilot project designed to develop self-sufficiency among Senegalese villagers by providing them with the expertise and materiel to install and maintain their own windmill water pumping systems. The project links Central State University and an Ohio manufacturer with the U.S. Agency for International Development, World Vision International, and the government and people of Senegal.

A parallel and supporting project simultaneously managed by Central State is a three year program from the U.S. Department of Education, Fund for the Improvement of Post-Secondary Education (FIPSE). The project (called the **FOREIGN LANGUAGE/AREA STUDIES ENHANCEMENT PROJECT**) began in 1992 and supports an experience-centered, cooperative education program that gives students on-site training in language, culture, and technology. The main thrust of this program is to increase the knowledge of Central State University students and faculty regarding the language, culture, history and economics of selected West African countries through a project of personal interaction in overseas work-study projects - particularly in Senegal. French and Wolof language and culture training has been achieved through a combination of in-country and overseas classroom instruction that culminates in the practical application of language skills by participation in a major developmental project with a common goal of improving the health and agricultural production of the region. Both projects continue to function.

B. Project Description

During the initial phases of the joint projects, more than twenty-six (26) rural villages directly benefited from the program. New boreholes, new windmills, and new water storage and water distribution systems were installed in ten (10) of the rural villages. Sixteen (16) additional villages saw their old and broken windmill facilities and wells improved and made functional again. In each of the villages, local technicians were provided with maintenance tools and were trained in the proper methods to repair and maintain the new facilities.

Since September 1991, Central State has selected and trained groups of students and faculty to support both of the projects as described above. On average, two teams each year comprised of from 4-10 personnel deploy to Senegal and spend up to two months in the countryside. The 1995 cell also participated in the Third African-African American Summit (Dakar) while the team was in Senegal from April through May, 1995.

The Central State staff and faculty technical teams are responsible for coordinating the construction and rehabilitation activities of the project and are instrumental in training local Senegalese technicians in the operation, maintenance, and repair of each of the water supply systems. The training will, in the end, provide the local technicians with the proficiency required for the installation, maintenance, and repair of the village windmills.

Central State students selected to participate primarily include majors from the Departments of Water Resources Management, Manufacturing Engineering, and Foreign Languages, while other departments are selectively represented. Students are expected to gain valuable, hands-on technical experience and an increased proficiency in the Wolof language by actively recording and evaluating windmill performance measures and assessing the viability of water councils in selected villages.

Representatives of World Vision/Senegal, an internationally known voluntary organization serving developing nations for more than 50 years, are the primary partners affiliated with health and agricultural issues and the borehole drilling operations in the countryside. World Vision also maintains and stocks replacement parts to insure continuous water service in the villages. Many of the spare parts are provided through a manufacturer in Ohio.

C. Project Evaluation/Project Results

The outcome of this program has particularly enhanced the understanding of West African culture and has improved undergraduate instruction in foreign languages and renewable energy technology at Central State University. Other aspects of this program has allowed the knowledge gained to be shared with surrounding communities in Ohio and other postsecondary academic institutions throughout the United States.

More than seven hundred Central State University students participated in the project by classroom instruction and work-study on campus or overseas. Fifty-eight students, faculty and staff have traveled overseas to Senegal as part of the project, and a permanent faculty member has been hired to teach French and Wolof. Also, as a result of Central State's experience over the course of the FIPSE project, three parallel grants have been leveraged from the National Security Agency and Department of Energy that help institutionalize the program. The overseas study area has now been expanded to include Mauritania.

Finally, Central State has developed an on-going relationship with the government and people of Senegal over the past several years. In addition to having had President Abdou Diouf of Senegal visit the campus during a visit to the United States in 1987, twelve presidents or faculty of Cheikh Anta Diop University and the Universite de Saint Louis of Senegal have been to the Central State campus in the past two years. And approximately a dozen Senegalese students are counted among the international students studying at Central State University.

D. Summary and Conclusions

The success of the FIPSE program at Central State has been advertised and shared via brochures and videotapes mailed to a number of postsecondary institutions in the U.S., especially Historically Black Colleges and Universities (HBCUs). The project results have been highlighted and briefed at the "Federal HBCU Week" activities in Washington, D.C. (September, 1995) and at the Twenty-First National Conference on Blacks in Higher Education (NAFEO) in Washington, D.C. (April, 1996). Numerous community outreach activities have been conducted throughout the state of Ohio. Videotapes, brochures and other information regarding the program can be obtained by writing to the Project Director. Copies of these materials have been provided to the FIPSE staff.

E. Appendices

Comprehensive volumes detailing the activities for each of the three years for this project have been previously forwarded to FIPSE. Each of the annual volumes include detailed student and faculty trip reports, outreach activity descriptions, site visit reports, external annual evaluations, and a host of other topics related to the project. The Annual Report volumes are dated April, 1993, April, 1994 and November, 1995 respectively. The body of this Final Report focuses on the External Evaluation Report, and the Appendices include relevant supporting data.

FINAL REPORT

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CENTRAL STATE UNIVERSITY
JUNE, 1996

Funded By

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION

INTRODUCTION

The main body of this Final Report includes the observations and comments of Hillman Associates, an external evaluating organization that was hired to evaluate the project in its final two years. This evaluation, which was presented to the Project Director, provides an objective, comprehensive overview of the results of Central State's "Foreign Language/Area Studies Enhancement Project", and it speaks for itself. It includes a candid look at the various components that went into the execution of the project as well as the impact of parallel, supporting programs. A separate external evaluator (Filipe Tejeda) provided the Year One Evaluation when the program was undergoing the development of Wolof courses to support the overseas work-study program. The Year One evaluation was included in the Year Two Annual Report.

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I. Background and Scope of Work

A. Background

Since September 1992, Central State University (CSU) has been managing a three-year project, Foreign Language/Area Studies Enhancement Project (FLASEP), funded by the US Department of Education, Fund for the Improvement of Post-Secondary Education (FIPSE). The project includes an experienced-centered, cooperative education, international program designed to provide students, as well as faculty, with US and on-site (in Senegal) training in language, culture and technology. The main thrust of the project is to increase the knowledge of Central State University students and faculty regarding the language, culture, history and economies of selected West African countries, particularly Senegal.

Other project thrusts include increasing CSU's foreign language capabilities, communicating outcomes of the project in an outreach program and increasing linkages with CSU and West African universities.

A closely related project, the Northern Senegal Water Management Project (NSWMP), was initiated in 1991 as a pilot effort to address critical shortages of safe drinking water in rural Senegal. The partners in this project include the government of Senegal, CSU, World Vision International, the United States Agency for International Development (USAID) in Senegal, an Ohio manufacturing company (Heller-Aller Company) and the citizens of 26 villages in Louga and Thies regions of Northern Senegal.

The FLASEP and NSWMP have been and are yet evolving as mutually reinforcing projects, with each contributing to improve the effectiveness of the other.

B. Evaluation Plan

As part of the evaluation plan presented by CSU in the grant application, over the three-year project, a series of evaluation activities, both internal and external, formative and summative, have been conducted. External evaluations have occurred at the completion of each project year.

The first two year-end external evaluations provided status reports and recommendations for project improvement.

This final evaluation provides a year three status report, summarizes the outcomes of the project related to overall objective achievement and provides recommendations on how CSU can continue its activities in experience-centered education and foreign language/area studies enhancement.

C. Evaluation Methodology

Jan Hillman provided the FLASEP project's years 2 and 3 evaluation. She was assisted both years by Amber Clark.

The final evaluation design follows the structure of the project's objectives, examining each objective's status and achievement level and providing recommendations.

Year Three evaluation methodologies included extensive pre- and post-Senegal interviews with each cell member (two students and six faculty), reading all reports produced by project participants, viewing materials produced by the project, review of the past two years' project evaluations and conducting surveys.

II. Objective 1

Train up to 30 students and 6 faculty at CSU in the culture, language and economies of West African nations, particularly Senegal, through joint participation in the NSWMP. Expected outcomes of this objective include increased knowledge among students and faculty of the languages, cross-cultural linkages and social customs of West Africa; as well as technical objectives, such as the awareness of the role of water supply, the health risks of the shortage of safe water, the technical aspects of windmills and the role of international development assistance.

Objective 1 Evaluation

1.1 Measurement of student knowledge of Senegalese culture, language and economies; as well as technical objectives of the NSWMP

Methodology

Two students, Orlando Ingram and Bryan Johnson, participated in the year three Northern Senegal Water Management Project (NSWMP) and accompanied six faculty members to Senegal during year three of FLASEP. The students were required to submit project goals based on their major, and were interviewed by Jan Hillman prior to the Senegal trip. After the trip, both students were interviewed by Jan Hillman and Assistant, Amber Clark, to determine if they met or exceeded their goals. The final step of post evaluation measurement of student knowledge of Senegalese culture, language and economies was a final report submitted by each student. (Orlando Ingram's major is Water Resource Management and Bryan Johnson's major is African Languages).

Indications

Orlando Ingram's goals included gaining experience and knowledge in the windmill project related to his major, as well as being open to the overall experience with both his mind and eyes. During Mr. Ingram' post-trip interview, he expressed gratitude for the extensive cultural and language training provided by TOSTAN. The interview indicated that he met his pre-trip goals.

Bryan Johnson's goals focused on the area of foreign languages. His goals included expanding his vocabulary through interacting with the Senegalese, learning about the culture and gaining from the overall experience. Mr. Johnson's post-trip interview indicated that he was very pleased with the whole experience and thought his language skills improved dramatically.

Messrs. Johnson and Ingram were required to submit final reports regarding their overseas experience. Both students' final reports reflected a high level of understanding and knowledge of the languages, cross cultural linkages and social customs of West Africa; as well as technical objectives of NSWMP, such as the role of water supply, health risks of the shortage of safe water, windmills and the role of international development assistance.

Dr. Andrew Scott noted in his final report that both students provided him with tours of the Senegalese villages in which they worked.

For a detailed description of survey indications related to year one and two student project participation related to Objective 1, please refer to Objective 3, Indications, Faculty and Student Presentations.

Recommendations

It is recommended that students who have completed the project continue and increase one-on-one and group information sharing to students majoring in foreign languages and water resource management beginning early in Fall 1995. These presentations, in addition to the efforts that have been used in the past to seek FLASEP applicants, will inform potential FLASEP students.

1.2 Measurement of faculty goals and knowledge of Senegalese culture, language and economies

Methodology

Six CSU faculty members participated in the 1995 Senegal trip. Prior to the Senegal trip, each was interviewed by the evaluator. Faculty members submitted goals based on their educational areas and what they planned to accomplish through the Senegal trip.

As with the students, faculty members were interviewed after returning from Senegal to determine if they met their goals and increased their knowledge of African language, culture and economies. The six faculty members include Mr. Clark Fuller, Mr. Gorgui Ndao, Ms. Fatou Mbaye, Dr. Lee Ingram, Dr. Ebere Onwudiwe and Andrew Scott. Two of the faculty members, Dr. Lee Ingram and Andrew Scott, were experiencing their first trip to Africa. Three of the six faculty members, (Dr. Lee Ingram, Ms. Fatou Mbaye and Dr. Andrew Scott), were required to submit a final report based on their Senegal experience.

Indications

Mr. Clark Fuller

As director of the CSU Northern Senegal Water Management Project, Mr. Fuller's 1995 goals included 1) ensuring faculty and student participation is aligned with the FIPSE grants goals and objectives, 2) sustaining the program post FIPSE funding, 3) pursuing refunding of the windmill project throughout year three, 4) emphasizing the institutionalization of the project throughout year three, and 5) incorporating participants' experience in the African-American Summit.

The post-interview with Mr. Fuller indicated that all faculty and students did follow participation guidelines provided by FIPSE, which ensured a successful Senegal trip. Ensuring that the goals and objectives were met included providing daily briefings, monitoring student progress, provided instruction and explanation to students about assignments in Senegal and answering (in conjunction with Fatou Mbaye and Gorgui Ndao) student and faculty questions.

Related to sustaining the project post FIPSE funding, while in Senegal, Mr. Fuller received a $4000 check in support of NSWMP from the Furgeson Foundation. Additional extensive evidence of efforts to sustain the FIPSE project are listed below in 1.4.

Mr. Fuller reported that the institutionalization goal was met, in part, as a result of the project inclusion of three new faculty members. Each of the new faculty members teaches in different areas, Andrew Scott in Art, Dr. Ingham in Philosophy and Religion and Dr. Onwudiwe in African Studies. Each of these faculty members will infuse the knowledge and experience he gained (as reported related to these faculty members' goals and objectives) into his teaching.

Mr. Gorgui Ndao

Mr. Ndao's role of translator and coordinator enabled him to set goals such as:

1) Designing and implementing an intensive three-time weekly Senegalese culture and Wolof program for the two students who would be traveling to Senegal (thus avoiding culture shock)
2) Assisting Clark Fuller in completing goals and objectives of FIPSE, NSWMP and USAID
3) Working on the dissemination of the project's outcomes at the African-American Conference assisting other African countries in seeking resources including those available through USAID.

In Mr. Ndao's post-trip interview, he stated that he met all of his goals. Some suggested changes for the trip to Senegal by Mr. Ndao include, a) extension of student training and orientation process both in US and Senegal, including longer TOSTAN training in Senegal increasing from 15 to 21 days and b) a more intensive student selection process.

Ms. Fatou Mbaye

Ms. Mbaye is a native of Senegal and currently teaches the African language, Wolof, French and African Literature in Translation at CSU. Her ability to bring Senegalese language and culture through direct experience is in accord with the FIPSE goals and objectives. Her personal goals set prior to the Senegal trip included

1) Making African and American contacts at the African-American Conference to increase her access to classroom materials
2) Meeting with the Wolof instructor in Senegal to appraise him of the instructional needs of the CSU students
3) Locating photographs and videos about Senegal to be used in the classroom

In Ms. Mbaye's post-trip interview with Ms. Hillman, she stated that no instructional materials were gathered due to lack of personal funds, however, many photographs were taken to enhance classroom teaching. Other teaching techniques will include more handouts and tests.

Ms. Mbaye, via her final report, expressed a keen interest in the African Summit's presentations on women's rights. Through understanding the roles of African women and seeing this first hand, she plans to infuse this information into her teaching and materials about Senegalese culture. Ms. Mbaye attended as many education sessions as she could concerning women's issues singling out "The Empowerment of Women and the Family" as the most important. Attendees of the "Women and Family" panel discussions included: the First Lady of Burundi, Mrs. Sullivan, the Minister of Women and Social Affairs of Ginea Bissau, the Deputy Mayor of the city of Dakar and representatives of the National Council for Negro Women and Sisters United of New Jersey.

Dr. Lee Ingham

Dr. Ingham is a professor of philosophy and religion at CSU. His main goal set prior to the Senegal trip was to grasp a better understanding of African religion and philosophy, as well as increase course materials. According to his post Senegal interview, not only did Dr. Ingham increase his knowledge, but he will also be able to incorporate this knowledge into his teaching skills at CSU through his own personal experience.

The CSU trip to Senegal has given many opportunities for cross cultural linkages. Dr. Ingham plans to continue these linkages by starting a program called Coalition for Africa (CFA). CFA's goals would be to organize CSU faculty to raise money for the village of Ndias to buy a millet grinding machine. Dr. Ingham's estimated timeline to start CFA is in the Fall of 1995.

Although Dr. Ingham's visit to Senegal was brief (one week), he stated in his final report that, "This trip gave me insight that I would not have had otherwise." He continued, "I was able to get a better understanding of African Islam ....the fusion of African traditional culture with Islamic religion." "In fact, this visit has given me various ideas for future research on Western religions in Africa."

Dr. Ebere Onwudiwe

Dr. Onwudiwe's goals relate to his role as Director of the Central State University African Studies Center. As a contributing columnist to the professional journal, Africans, his goals included reporting on pre and post African American Conference activities.

Dr. Onwudiwe has accomplished his goals by producing "*African Affairs Bulletin: The Newsletter of the Center for African Studies. Vol. 1 No. 3 Winter 1995.*" He was also responsible for an article about CSU in Senegal appearing on the May 12, 1995 *USA Today*.

While in Africa, Dr. Onwudiwe contacted four African television stations concerning the conference in Africa, Voice of America and several other US newspapers. Through developing so many contacts, it is clear Dr. Onwudiwe's goal of disseminating this FIPSE funded project has been accomplished. He also explored how aspects of African and African American cultures interrelate.

Andrew Scott

Mr. Scott's interests and goals focused on the rich history of art and culture in Senegal and how his teaching could be impacted by these elements.

Dr. Scott kept an audio diary of his trip and took many photographs and slides. He also had contact with 3 artists and met the Chief Curator of the museum in Dakar. He plans to integrate his experience into his teaching by bringing in actual pieces of art.

Dr. Scott's final report was very enlightening, including excerpts from his audio diary. He stated that Summit activities did not include African art, therefore, he explored the arts outside the Summit, in the villages. He brought back many fine art objects such as masks, jewelry, beads, small paintings and brass sculptures. These art objects will be incorporated into his teachings at CSU.

By infusing different areas, such as art and culture, beyond foreign language and water resource management, CSU has advanced toward project institutionalization.

1.3 Measurement of three years of FLASEP participation by up to 30 students and 6 faculty

Methodology

The original objective stated that up to 30 CSU students and 6 faculty members would receive education in West African culture, language and economies. As of the completion of this report the totals for completed Wolof courses and the Western African Literature in Translation course are 45 in year one, 37 in year two and 35 in year three; and 13 CSU students and 8 faculty members have participated in the overseas portion of FLASEP.

Indications

CSU significantly exceeded the number of students and faculty projected to be involved in the FLASEP project.

1.4 Measurement of continuation of CSU faculty and student education in the culture, language and economies of West African nations, particularly Senegal

Methodology

Numerous grant applications and fundraising efforts have taken place in an effort to continue the initiatives begun via the NSWMP and FLASEP.

Indications

The following grant seeking and fund raising activities (in addition to those described above in 1.2 including the Furgeson Foundation grant of $4,000 and the plans to begin the Coalition for Africa) have occurred to sustain the project. These grant seeking and fundraising efforts total $294,276 in secured funding and $1,000,000 currently being negotiated.

- A grant application to the National Security Agency for language training modules in three African languages was funded for 1995 at $138,000. This grant will fund language education at both mid and advanced levels. This grant is part of a multiyear effort begun in 1994 at a funding level of $129,000.

- A grant ($1,000) for dissemination of the FIPSE project was received from the the Association of International Educators.

- Clark Fuller will be returning to Senegal in September 1995 with 2 individuals, one from a for-profit company interested in funding the ongoing efforts of the project and one from a foundation, to provide direct contact with the NSWMP and FLASEP projects to secure contributions to continue the project.

- A recent grant from the US Department of Energy will fund $22,276 in student scholarships for education centered on renewable energy with supporting travel for additional training in Senegal.

- CSU is currently negotiating with USAID for $1,000,000 to continue and enhance the NSWMP.

- A grant application was presented to the US Information Agency in December 1994 for a grant which would fund post FIPSE activities. This grant application did not receive funding approval.

- A community service grant application to FIPSE for $58,000 for project dissemination did not receive funding approval.

III. Objective 2

Increase the speaking and teaching capability of non-European West African languages and cultures at CSU. This objective's outcomes include: new courses established in Wolof and the language and social studies option (Literature, Art, Music, History of French West Africa, Modern Social Change in French West Africa and the Economies of Developing West African Nations).

Objective 2 Evaluation

2.1 Measurement of courses established in Wolof, French, the language and social studies option and the economies of developing West African nations

Methodology

Methods used to measure courses established in Wolof, French, the language and social studies option and the economies of developing West African nations include examining syllabi, measuring student enrollment in these classes and interviews with faculty.

Indications

Course syllabi for FLA 172-01/Wolof II-Winter 1995, FLA 143-Spring 1995 and Francophone African Literature in Translation-Spring 1995 were submitted for final FIPSE analysis. According to the syllabi, all three courses are constructed so that student learning is focused on comprehension and experience. Wolof II is a continuation of Wolof I and emphasizes a proficiency in oral communication rather than strictly grammar.

Year 3 student enrollment in Wolof I was 13 students, Wolof II had 8 students and African Literature in Translation had 14 students. All three courses have had two year enrollments consistently averaging more than 10 students a class.

Interviews with faculty member, Ms. Fatou Mbaye, indicate that the Wolof and African Literature courses have evolved over the course of the project. Ms. Mbaye has incorporated student and faculty suggestions for course improvement. An example of course improvement are the actions Ms. Mbaye took regarding the suggestions she received last year from students to include more visual aids in the Wolof courses. While in Senegal this year, Ms. Mbaye photographed many Senegalese people and locations. She plans to incorporate these photos in teaching both Wolof and African Literature in Translation during 1995-1996 and beyond.

Interviews with Elizabeth Weston, CSU French Language faculty member, indicated that enrollments in French continue to be strong and she is continuing initiatives established in Year 2 which include teaching French with emphasis on the cultures of Senegal and France, with the French courses having neither an Afrocentric or Eurocentric emphasis.

Additionally, as reported in Year 2, both Yoruba (one of the languages of Nigeria) and Amharic (spoken in Ethiopia) are now taught at CSU.

2.2 Measurement of increasing Wolof and Francophone African language and Francophone African literature materials

Methodology

Methods used to measure increasing Wolof and Francophone African French language and Francophone African literature materials included examining course materials and interviews with project participants.

Indications

As reported in Year 1 and Year 2 Evaluations, much progress has been made in developing course materials.

A new, significant, multimedia course material was developed in year 3. A documentary video on the NSWMP and FLASEP project has been directed and completed by Elizabeth Weston, CSU Foreign Language Department. The video pictorially and orally describes both projects and emphasizes the impact the projects have had for the Senegalese villagers in terms of water access and for CSU students in terms of educational opportunities and experiences.

In this evaluator's assessment, the video clearly represents positive and strong participant outcomes, consistent with the FLASEP objectives. The video will have widespread dissemination as described in Objective 3.

Recommendation

It is recommended that CSU obtain student and other viewer evaluations of the Senegal video. These evaluations could be used for input on future CSU Foreign Language Department videos.

Ms. Fatou Mbaye continues to develop the three level Wolof instructional text (with accompanying audio and video cassette).

Recommendation

It is recommended that the Wolof instructional text being written by Ms. Mbaye be completed by the end of August 1996.

2.3 Measurement of ongoing teaching capability of West African languages and cultures at CSU

Methodology

The method used to measure ongoing teaching capability of West African languages and culture at CSU included determining CSU's level of support for continuing faculty initiated by the FLASEP project.

Indications

Faculty member, Ms. Fatou Mbaye, whose salary was initially funded through FLASEP, will be fully funded by CSU beginning in the 1995 academic year. Ms. Mbaye will continue her faculty responsibilities in the areas of French, Wolof and African Literature.

2.4 Measurement of teaching capabilities in new areas of West African culture such as Art and Religion

Methodology

Faculty reports and interviews were used to determine if the speaking and teaching capability of non-European West African cultures has increased.

Indications

Both Mr. Andrew Scott, Professor of Art, and Dr. Ingham, Professor of Philosophy and Religion, have indicated that the trip to Senegal has greatly increased their capability to communicate course materials from direct personal African experience.

Dr. Lee Ingham, CSU Philosophy and Religion Department, who traveled to Senegal indicated through an interview and his report that he met and exceeded his goals of learning about the Senegalese culture and being able to incorporate his understanding of African religion and philosophy (specifically African Islam, which Dr. Ingham describes as the fusion of African traditional culture with Islamic religion) into his teaching skills. Dr. Ingham stated in his final report that, "...one of the main reasons I wanted to have this experience (visiting Senegal) is because I teach courses in African Religions and African Philosophy, and while I have done this primarily by reading, research and intuition, I knew that a visit would enhance my presentation of the material to my students and would enhance my understanding of the topics I teach."

According to a post Senegal trip report based on an audio diary and photographic documentation and an interview with the evaluator, Andrew Scott, CSU Art Department, expanded his knowledge of the role that art and culture play in Africa. According to his report, prior to the end of Spring Quarter 1995, he shared many fine art objects (masks, jewelry, beads, small paintings and brass sculpture) he collected during his trip with CSU faculty and students. An excerpt from Dr. Scott's audio diary states, " My collector's eye has been refined and been stepped up another notch because of the types of objects I have been exposed to just here in Dakar."

Recommendation

It is recommended that both Mr. Andrew Scott and Dr. Lee Ingham request oral and written student feedback on the incorporation of Senegalese cultural elements into their coursework.

IV. Objective 3

Increase the community outreach program of CSU with education and civic groups in the communities surrounding CSU in Southern Ohio. Expected outcomes of this objective include an active community relations program which will have been developed at CSU with a speaker's bureau.

Objective 3 Evaluation

3.1 Measurement of an active community outreach program

Methodology

During the course of the third year FIPSE project, faculty and students who participated in the Senegal trip were asked to record all presentations and audience type to determine how effective CSU's community outreach efforts have been. This information was collected from faculty and student reports as well as interviews. First and second year student participants were also surveyed regarding their FLASEP experience.

Indications

Faculty and Student Presentations

The six faculty members who made the trip to Senegal in Spring 1995 have combined thus far for a total of more than 10 community presentations. Dr. Ebere Onwudiwe gave a presentation about his experience in Senegal to 35 Xenia High School students. Dr. Andrew Scott has done one slide presentation about African Art for a combination of CSU faculty and students and mentioned he would be giving others. Mr. Clark Fuller presented an overview of the project at CSU to a multidisciplinary audience consisting of Professor Ahmadou Lamine Ndiaye, President, University of St. Louis and Professor Babacar Kante, also of the Universite de Saint-Louis and twelve CSU faculty and administrators, including new CSU President, Herman Smith. Finally, Ms. Fatou Mbaye along with three students presented "Passport to Senegal, The Country and its History" based on experiences in Senegal. The audience for this presentation included CSU students as well as students from elementary , middle and high schools in Xenia, Cleveland, Columbus, Dayton and Kentucky.

Bryan Johnson and Orlando Ingram, the students who traveled to Senegal during the third year of FLASEP, have contributed to the community outreach efforts through giving slide show presentations to multiple audiences which they plan to continue doing in the 1995-1996 academic year.

During year 3, year 1 and 2 students (total 4, two males and two females) were surveyed regarding their involvement in the FLASEP project. Survey questions and participant responses were as follows:

- Their goals regarding their project experience

All students indicated that they were required to set goals prior to the overseas portion of project involvement. Goals included keeping a journal in French; reporting on Senegalese art; gaining cultural, economic, environmental and Wolof education; documentation and assessment of the windmill project; and group participation. All students indicated that they achieved their project goals.

- Lasting effects of their experience

All students indicated that their project experience has had a lasting effect. When asked to explain the project's lasting effects the participants cited, (by participant):

☑ Being interested now in working internationally, being fluent in French and wanting to teach
☑ The responsibility associated with tight family connections and conserving water
☑ The way of life in Senegal including morals and values. The participant now lives by these principles including valuing family life. This participant also cited being exposed to a changing way of life as having a lasting effect.

☑ Becoming active in the community

• Relationship of their project experience to their major

When asked whether the trip related to their major in college all four participants answered, "Yes". Their majors included Water Resources Management (3) and Psychology.

• Changes in educational plans resulting from project involvement

When asked if the participant changed his or her educational plans (major) after the overseas portion of the project, two participants plans remained the same, while one student has opted to include an option in geology with Water Resource Management and one student has changed from psychology to African Languages and Culture.

• Relationship of career decisions to project involvement

When asked if the trip to Senegal affected the participant's career decisions all four respondents answered in the affirmative. Their responses included:

☑ Looking for something abroad in a developing nation
☑ Considering being an intern in an energy related field
☑ Seeking to found an after school program modeled on the educational process she observed in Senegal
☑ Currently work for the Ohio Department of Agriculture, emphasizing pollution prevention

• Community service and presentations relating to the project

Respondents were asked if they participated in community service including presentations related to the project. All had presented information on their project participation with one respondent making one presentation, two making seven presentations and one making eleven presentations. Audiences included grade school, middle school, high school and college students and faculty; church members, museum attendees and library patrons.

• Additional comments

Additional comments included:

☑ "Would like to go back....felt like I picked up the language."
☑ "Great trip."
☑ "Keep the program...get the word out and make it more available."
☑ "Great experience."

Overall, throughout the three years of the project, students have played a very active role in the community outreach objective of the FIPSE project. All together students have given dozens of presentations to a variety of audiences. One former student was very expressive about wanting the opportunity to keep giving presentations and promoting the Northern Senegal Water Management Project.

Community Presentation - Middfest International

Middfest International Foundation exists to promote world understanding, friendship and peace. This annual event, which is scheduled to take place September 29-October 1, 1995 in Middletown, Ohio, attracts regional midwestern audiences of over 100,000 people. An extended audience of approximately 500,000 people are reached through media coverage and appearances in Dayton, Cincinnati and Columbus.

Middfest highlights the culture of a different country (or countries) each year. This year the event will focus on Senegal and The Gambia. The event creates a milieu for increased understanding of other cultures and of our own as it relates to the world through the exploration of fine, folk and performing arts, the humanities, business and sports. The event promotes world understanding, friendship and peace.

Schools and universities in the Middletown area and beyond have participated in Middfest. Middfest International develops teaching materials and resources for use in the classroom.

Ms. Dee Wells, a Middfest Committee member, contacted Clark Fuller. He and other FLASEP participants were asked by Ms. Wells to participate in this year's Middfest introduction of Gambia and Senegal by making presentations to students within schools and talking with student tour groups who visit the festival area prior to the festival's opening. These project participants have agreed to take part in this annual event.

V. Objective 4

Increase academic preparedness of CSU faculty to learn and teach new language courses in an international curriculum. The objective's expected outcomes include the completion by 6 faculty of 8 - 12 weeks of research in the cultures and languages of West Africa, some of this to take place in West Africa; and the visit to CSU by 4 international educators from West Africa to provide seminars and assist in developing language courses.

Objective 4 Evaluation

4.1 Measurement of academic preparedness of 6 CSU faculty members to learn and teach courses in an International Curriculum.

Methodology

Six CSU faculty members participated in the 1995 Senegal trip. Prior to the Senegal trip, each was interviewed by the evaluator. Faculty members submitted goals based on their educational area and what they planned to accomplish through the Senegal trip. These faculty members were interviewed after returning from Senegal to determine if they met their goals and increased their teaching capabilities in African language, culture and economies. The six faculty members include Mr. Clark Fuller, Mr. Gorgui Ndao, Ms. Fatou Mbaye, Dr. Lee Ingram, Dr. Ebere Onwudiwe and Dr. Andrew Scott. Three of the six faculty members, (Dr. Lee Ingram, Ms. Fatou Mbaye and Dr. Andrew Scott), were required to submit a final report based on their Senegal experience.

Additionally, in years one and two, two additional faculty members, Laxley Rodney and Elizabeth Weston completed research in the cultures and languages of West Africa.

Indications

Please refer to Objective 1.1 indications for details on increased teaching capabilities gained in year three.

Additionally, Clark Fuller, Project Director, presented CSU's involvement in the Northern Senegal Water Management Project and FLASEP at the 3rd African American Summit while in Senegal. The audience he presented to consisted of 250 educators and 50 energy professionals. His presentation was so well received that the Ferguson Foundation presented him with a check on behalf of CSU for $4,000. This speaking experience demonstrates academic preparedness to present curriculum to a large, diverse audience.

Overall, by academically preparing eight CSU faculty, the project exceeded this part of Objective 4 by two faculty members more than originally projected.

4.2 Measurement of assistance by 4 international educators from West Africa to provide seminars and assist in the development of language courses

Methodology

During year two, two international educators, Ibrahima Wade, PhD, from University of Illinois and Cedric McCay presented seminars and Dr. Wade assisted in the development of the Wolof courses.

During year three, two faculty from University of St. Louis, Professor Ahmadou Lamine Ndiaye, President, and Professor Babacar Kante visited CSU and presented multiple seminars. In September 1995, Al Johnson, most recent former Director of World Vision in Senegal, is scheduled to visit CSU and present seminars on World Vision in Senegal. Finally, also in September 1995, eight faculty members from Cheikh Anta Diop University of Dakar and other universities in Senegal will visit CSU. The visitors are sponsored by

Finally, also in September 1995, eight faculty members from Cheikh Anta Diop University of Dakar and other universities in Senegal will visit CSU. The visitors are sponsored by the International Visitors Council, Inc. The visiting faculty seek to learn and share information related to curriculum reform, faculty and student issues, facilities management, budgetary concerns and other issues. These visitors have expressed interest in meeting with faculty and students regarding classroom teaching tools and alternatives to "traditional" academic training.

The visitors will include the following:

1. Mr. Alioune Badara Diagne, Secretary General, Cheikh Anta Diop University of Dakar
2. Mr. Alpha Diallo, Acting Director, Division of Higher Education, Ministry of National Education
3. Mr. Libasse Diop, Dean, Faculty of Science, Cheikh Anta Diop University of Dakar
4. Mr. Magueye Kasse, Director of University Reforms and Pedagogy, Cheikh Anta Diop University of Dakar
5. Ms. Boya Marie Rose Mukeni, Head and Professor, Department of Psychology, University of Kinshasa
6. Mr. Falilou Ndiaye, Senior Professor of French, Cheikh Anta Diop University of Dakar
7. Mr. Henri Sene, Director, Library School, Cheikh Anta Diop University of Dakar
8. Mr. Oumar Sock, Director, Professional and Teacher Training Institute, Cheikh Anta Diop University

Indications

Year two visiting educators were well received by administrators, faculty and students alike as reported in year two evaluation.

Year three visiting educators were also well received by administrators, faculty and students as they presented multiple seminars at CSU. These educators were interviewed by this evaluator. Both indicated a strong support of FLASEP and indicated the plan to continue to develop liaison activities between University of St. Louis and CSU.

The remaining international educators have yet to visit CSU, but will do so in September 1995.

With the visit of the educators in September 1995, the project exceeded this part of Objective 4 by nine educators.

VI. Institutionalization of FLASEP

In an interview with newly named CSU President, Herman Smith, PhD, in March 1995, Dr. Smith pledged his commitment and cooperation in continuing FLASEP. He stated that he was, "....one hundred percent in support of the project's continuation and success."

CSU has made extraordinary efforts to institutionalize and continue FLASEP by both assuming funding and seeking additional external funding. (Please refer to 1.4 for a thorough explanation of external funding efforts and 2.3 for continuing faculty funding.)

APPENDIX A

FINAL REVIEW AND LANGUAGE COURSE ENROLLMENT
DEPARTMENT OF FOREIGN LANGUAGES

Department of Foreign Languages

Final Review

Foreign Language/Area Studies Enhancement Project

FIPSE

1993 - 1995

1. Funding through the Fund for the Improvement of Post-Secondary Education has significantly augmented parallel African initiatives by Central State University's Department of Foreign Languages, African Studies Center, International Center, Department of Philosophy, and Department of Art.

2. The impact on the Department of Foreign Languages has included enhancement of the curriculum, faculty hiring, faculty development, and student opportunity. The overall effect has been to assist the Department in launching a credible African languages program as well as to give an African focus to the regular French curriculum.

3. With help from the Foreign Language/Area Studies funding, the Department of Foreign Languages has established four major courses in which Wolof language and/or Senegalese culture are the primary focus:

FLA 171 - Basic Wolof I - 5 quarter credits
FLA 172 - Basic Wolof II - 5 quarter credits
FLA 173 - Basic Wolof III - 5 quarter credits
FLA 290 - Foreign Literature in Translation: Senegalese Prose - 3 quarter credits

4. Concurrent with the development of the Wolof courses has been the introduction of Yoruba and Amharic through the Department's Topics sequence:

FLA 100-04 Basic Amharic - 5 quarter credits
FLA 100-05 Basic Yoruba - 5 quarter credits

5. The University was considering the possibility of hiring a Wolof instructor at the beginning of the granting period, but, at the same time, was entering a period of financial crisis. Funding through the Fund for the Improvement of Post-Secondary Education made it possible to bring on a Wolof teacher at a reasonable, competitive salary. At the present time, it appears that this teacher could soon be offered a tenure-track appointment once the University finances emerge from the current state of flux.

6. Since few materials were available for Wolof instruction, FIPSE funding made possible the following:

a. Travel by the new Wolof instructor to Senegal for the purpose of consulting with teachers of Wolof and for the purchase of Wolof instructional materials.

b. Travel by the new Wolof instructor to American centers in which Wolof was taught in order to consult with instructors at those sites concerning materials and methodology.

c. Travel to Central State University by outside consultants/ teachers to assist Central's instructor of Wolof in ways to approach the challenges of teaching the Wolof language.

d. Special consideration was given the Wolof instructor so that adequate time would be available for the development of course materials.

7. One of the primary goals of the Department of Foreign Languages at Central State has been to develop an African cultural focus to each of its beginning French classes. This FIPSE funding has made it possible to expand the African outlook of the French courses by the acquisition of written materials about Senegal in simple French, the acquisition of video material about Senegal and West Africa, the development of original video material on Central State's students and staff in Africa, and the acquisitions of slides and artifacts about/from Senegal.

8. FIPSE funding also contributed to the participation one of the French faculty members in summer Wolof study. This provided the faculty member with personal experience in Senegal, expansion of her Wolof skills, acquaintance with Senegal and its people, materials and artifacts from Senegal, and a practical exposure to French as it is experienced in West Africa. This experience was especially significant for this faculty member, since it gave her the confidence as well as the materials with which to add a realistic and believable African component to her beginning and intermediate French courses.

9. Funding of student participation in travel projects to Senegal through the Northern Senegal Water Management Project provided a special incentive for many who were considering the study of Wolof. Although relatively few students actually went abroad

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under this competitive program, its existence created a motivational umbrella and obvious application of the language study which contributed to enrollment. In addition, the students who returned from Senegal spread the word about their experiences and contributed to a climate of possibility which fed the program.

10. The funding also offered opportunities for the foreign language/ culture experience in Senegal to be shared with other students in the area as well as with faculty from other departments of the University. The participation by teachers from the Departments of Philosophy and Art in foreign travel to Senegal extended the international climate in the College of Arts and Sciences, and has prompted at least one exchange initiative outside of the Department of Foreign Languages.

11. Periodic outside evaluations built into the FIPSE project have given a fresh perspective to the operations of the Department of Foreign Languages. Annual reviews by personnel from outside the University have promoted and stimulated the progress of the curriculum development, faculty development and student participation components of the African initiative, and - like the outside funding itself - enable the full development of the program to be accelerated.

12. The contributions of the FIPSE funding to the activities of the Department of Foreign Languages have been institutionalized in the curriculum as well as in the faculty and students. The structure now exists to continue a professional and interesting Wolof language program which will continue to draw students as well as to motivate them to apply their language study through travel and further academic pursuits. The Department expects to complete arrangements for student exchange with the Universite de Saint Louis in Senegal this fall, a program which will bring to fruition a long series of African initiatives on the part of many members of the Central State University community - assisted in no small way by the Fund for the Improvement of Post-Secondary Education.

CLASS ENROLLMENT

ACADEMIC YEAR 1992 - 1993

FALL

Course Number & Title	Enrollment
FLA 141 Basic French I	58
FLA 143 Basic French III	13
FLA 342 History & Civ of France	5

WINTER

FLA 100 Basic Wolof	20
FLA 141 Basic French I	33
FLA 142 Basic French II	31
FLA 441 Survey of French Literature	4

SPRING

FLA 142 Basic French II	23
FLA 143 Basic French III	12

CLASS ENROLLMENT

ACADEMIC YEAR 1993-1994

Course Number & Title	Enrollment
FALL	
FLA 100 Topics (Wolof)	14
FLA 141 Basic French I	47
FLA 143 Basic French III	11
FLA 200 Topics in Wolof	4
FLA 490 Foreign Study	2
WINTER	
FLA 100 Basic Wolof	8
FLA 141 Basic French I	22
FLA 142 Basic French II	35
SPRING	
FLA 100 Basic Wolof	19
FLA 142 Basic French II	23
FLA 143 Basic French III	15
FLA 290 Foreign Lit. (Wolof)	32
FLA 490 Foreign Study	3
SUMMER	
FLA 142 Basic French II	15

CLASS ENROLLMENT

ACADEMIC YEAR 1994-1995

Course Number & Tiltle	Enrollment
FALL	
FLA 141 Basic French I	67
FLA 171 Basic Wolof I	11
WINTER	
FLA 142 Basic French II	49
FLA 172 Basic Wolof II	12
FLA 442 Franco Lit & Civ	4
SPRING	
FLA 143 Basic French III	33
FLA 173 Basic Wolof III	7
FLA 290 Foreign Literature	16

ACADEMIC YEAR 1995-1996

FALL	
FLA 141 Basic French I	58
FLA 143 Basic French III	5
FLA 171 Basic Wolof I	14
FLA 173 Basic Wolof III	1

APPENDIX B

OVERSEAS DEPLOYMENT LIST
STUDENTS/FACULTY/STAFF

OVERSEAS DEPLOYMENT
NSWMP/FIPSE STUDENTS/STAFF/FACULTY
YEAR I (1993), YEAR II (1994) and YEAR III (1995)

Year I STUDENTS, STAFF/FACULTY (April/May, 1993)

1.	Ms. Tracey Allen	(student)
2.	Mr. Gail Banks	(student)
3.	Ms. Monique Brame	(student)
4.	Mr. Keith James	(student)
5.	Mr. Michael McQuarters	(student)
6.	Mr. Moussa Sy	(student)
7.	Mr. Clark Fuller	(staff/faculty)
8.	Mr. Gorgui Ndao	(staff/faculty)
9.	Mr. Max Kelley	(technician)
10.	Dr. Laxley Rodney	(staff/faculty)
11.	Ms. Fatou Mbaye	(staff/faculty)

Year II STUDENTS, STAFF/FACULTY (June, 1994), (July/Aug/Sep, 1994)

12.	Mr. Clark Fuller	(staff/faculty)
13.	Mr. Arnett Barnes	(student)
14.	Ms. Treva Carr	(student)
15.	Mr. Hakim Evans	(student)
16.	Ms. Kimberly Johnson	(student)
17.	Ms. Serita McGunia	(student)
18.	Mr. Moussa Sy	(student)
19.	Mr. Clark Fuller	(staff/faculty)
20.	Mr. Gorgui Ndao	(staff/faculty)
21.	Ms. Elizabeth Weston	(staff/faculty)

YEAR III STUDENTS, STAFF/FACULTY (April/May, 1995), (Sept, 1995)

22.	Mr. Bryan Johnson	(student)
23	Mr. Orlando Ingram	(student)
24.	Mr. Clark Fuller	(staff/faculty)
25.	Mr. Gorgui Ndao	(staff/faculty)
26.	Dr. Lee Ingham	(staff/faculty)
27.	Dr. Ebere Onwudiwe	(staff/faculty)
28.	Ms. Fatou Mbaye	(staff/faculty)
29.	Dr. Andrew Scott	(staff/faculty)
30.	Mr. Clark Fuller	(staff/faculty)
31.	Mr. Max Kelley	(technician)

FIPSE SUBTOTAL= 31

OVERSEAS DEPLOYMENT
NORTHERN SENEGAL WATER MANAGEMENT PROJECT
FIPSE PROJECT BUILD-UP
1991 AND 1992

STUDENTS, STAFF/FACULTY (January/February, 1991)

1.	Mr. Clark Fuller	(staff/faculty)

STUDENTS, STAFF/FACULTY (October, 1991)

2.	Ms. Kelley Griffin	(student)
3.	Ms. Keisha Varner	(student)
4.	Mr. Idrissa Maradou	(student)
5.	Mr. Gorgui Ndao	(student)
6.	Mr. Max Kelley	(technician)
7.	Mr. Ralph Metzger	(technician)
8.	Mr. Clark Fuller	(staff/faculty)
9.	Dr. Cyril Okhio	(staff/faculty)

STUDENTS, STAFF/FACULTY (January/February, 1992)

10.	Mr. Gail Banks	(student)
11.	Mr. Badara Fall	(student)
12.	Mr. Gorgui Ndao	(staff/faculty)
13.	Mr. Clark Fuller	(staff/faculty)
14.	Mr. Max Kelley	(technician)

STUDENTS, STAFF/FACULTY (June, 1992)

15.	Ms. Kimberly Johnson	(student)
16.	Ms. Mutsa Choto	(student)
17.	Mr. John Castleman	(student)
18.	Mr. Moussa Sy	(student)
19.	Dr. Daniel Underwood	(staff/faculty)
20.	Mr. Gorgui Ndao	(staff/faculty)
21.	Mr. Clark Fuller	(staff/faculty)
22.	Dr. Arthur Thomas	(staff/faculty)
23.	Mr. James H. Sangster	(staff/faculty)
24.	Mr. Max Kelley	(technician)

STUDENTS, STAFF/FACULTY (November, 1992)

24.	Mr. Clark Fuller	(staff/faculty)
25.	Mr. Gorgui Ndao	(staff/faculty)
26.	Dr. Laxley Rodney	(staff/faculty)
27.	Mr. Max Kelley	(technician)

FIPSE SUBTOTAL=	**31**
FIPSE BUILD-UP SUBTOTAL=	**27**
GRAND TOTAL	**58**

APPENDIX C

PROJECT OUTREACH ACTIVITIES LIST

OUTREACH ACTIVITIES

Oct 21, 1995	Convocation CSU West, Dayton, Ohio CSU students = 75 CSU faculty/staff = 2
Oct 13, 1995	Student Presentation on Senegal Community Audience = 50 CSU students = 7 CSU faculty/staff = 4
Sept 28-29, 1995	Middfest Festival, Middletown, Ohio Community Audience = 5000 CSU students = 4 CSU faculty/staff = 5
June 29, 1995	Governor Summer Institute Program Audience = 45 CSU students = 3 CSU faculty/staff = 9
May 1-6, 1995	Briefing African-African American Summit Dakar, Senegal Audience = 6000 CSU students = 2 CSU faculty/staff = 6
Feb 25, 1995	Student Presentation, Afro-American Museum and Cultural Center, Wilberforce, Ohio Community Audience = 350 CSU students = 2 CSU faculty/staff = 2
Oct 26-28, 1994	CSU Fourth Annual International Conference Audience = 700 CSU students = 36 CSU faculty/staff = 46
Sept 28, 1994	Student Presentation, Columbus, Ohio Community Audience = 150 CSU students = 1 CSU faculty/staff = 2
Dec 8, 1993	Student Presentations, Cleveland, Ohio Martin L. King High School & Jane Adams Business and Career Center Audience = 285 CSU students = 3 CSU faculty/staff = 2

Nov 5, 1993	Student Presentation, Xenia, Ohio Arrowood Elementary School Audience = 145 CSU students = 3 CSU faculty/staff = 1
Sept 11, 18, 25 & Oct 2, 1993	CSU Adopted Schools Program Audience = 185 CSU students = 2 CSU faculty/staff = 5
June 25, 1993	CSU Governor Summer Institute Program Audience = 35 CSU students = 3 CSU faculty/staff = 9
June 18, 1993	CSU Upward Bound Student Summer Program Audience = 72 CSU students = 2 CSU faculty/staff = 4
June 7, 1993	Student Presentation, Columbus, Ohio Main Elementary School Audience = 65 CSU students = 6 CSU faculty/staff = 2
Feb 26, 1993	Student Presentation, Troy, Ohio Van Cleve Elementary School Audience = 75 CSU students = 2 CSU faculty/staff = 2
Oct 5, 1992	Presentation, Whitehall, Ohio Whitehall-Yearling High School Audience = 75 CSU faculty/staff = 1
Oct 22-23, 1992	CSU Second Annual International Conference Audience = 500 CSU students = 28 CSU faculty/staff = 45

APPENDIX D

VISITATION LIST OF SCHOLARS

VISITS

Oct 9-13, 1995	Visit to University of South Africa Ms. Fatou Mbaye, Wolof/French Instructor
Sept 28-29, 1995	Al Johnson, World Vision CSU students = 95 CSU faculty/staff = 7
Aug 25, 1995	International Visitors Council CSU students = 35 CSU faculty/staff = 19
March 29 through Apr 1, 1995	Universite de Saint-Louis Visit CSU students = 110 CSU faculty/staff = 15
Dec 2-31 1994	Ms. Fatou Mbaye, Wolof/French Instructor Visit to Senegal for collection of Wolof materials
Dec 7-8, 1994	Mr. Douglas Sheldon, USAID CSU students = 11 CSU faculty/staff = 17
Nov 2-6, 1994	African Studies Association Conference Toronto, Canada Ms. Fatou Mbaye, Wolof/French Instructor
July 25-28	Visit of University of California Ms. Fatou Mbaye, Wolof/French Instructor
May 19-21, 1994	Cedric McKay, Peace Corps CSU students = 120 CSU faculty/staff = 9
Apr 28-29, 1994	Charles Storey, Program Officer CSU students = 35 CSU faculty/staff = 6
Feb 10-11, 1994	Dr. Ibrahima Wade, University of Illinois CSU students = 50 CSU faculty/staff = 8
March 9-10, 1993	Dr. Ousmane Sene, Fulbright Scholar University of Florida CSU students = 56 CSU faculty/staff = 5

Jan 23-30, 1993	Mr. Bolle Mbaye, TOSTAN/Senegal CSU students = 65 CSU faculty/staff = 5	
Nov 10, 1992	Ms. Dieynaba Gaye, UCLA CSU students = 15 CSU faculty/staff = 6	

APPENDIX E

MAJOR LESSONS LEARNED

MAJOR LESSONS LEARNED

As stated in the project overview, the Foreign Language/Area Studies Enhancement Project (FLASEP) is closely tied to the Northern Senegal Water Management Project (NSWMP), a project that focuses on economic and rural water development in Senegal. Both projects are mutually supporting, but the NSWMP "drives the train", particularly in the overseas work-study component. The marriage of the two programs over the past several years has presented unique challenges that has led to several "lessons learned" regarding the overall program.

1. COMMAND AND CONTROL ISSUES

The partnership arrangement required to execute the two projects included a multitude of organizations. In addition to three primary academic departments at Central State University (Water Resources, Foreign Languages and International Affairs), eight other major players were involved in the process. These included the U.S. Agency for International Development, the Government of Senegal, World Vision International, TOSTAN (a non-governmental organization in Senegal), the Universite de Saint Louis and Cheikh Anta Diop University, Senegal, the Heller-Aller Manufacturing Company and the political organizations of twenty-six rural villages. The technical aspects of the project notwithstanding, satisfying the requirements and expectations of all parties concerned was a true challenge.

Internal problems associated with administrative authority and responsibility occasionally surfaced, but was dealt with through negotiation and "finding the middle ground". In addition, as scheduling changes occurred in the NSWMP due to the political situation, the rescheduling of project evaluations, the unavailability of partners, and other unavoidable changes, the FIPSE program reciprocally underwent changes as well. Several scheduled overseas trips by students were adjusted that created a domino effect among all activities, both at home and abroad.

2. OVERSEAS TRAVEL EXPENSES

Travel in West Africa can be extremely expensive, and travel expenses must be closely monitored. Austerity measures had to be taken to cut down on student, faculty and staff overseas expenses, especially for ground transportation and living accommodations. In order to maximize the number of days that students and faculty were overseas, many days were spent in the rural areas, not only because that was the location of most technical work, but also to minimize the costs associated with high expense urban centers in West Africa. Fluctuations and re-evaluations of the local currency can also rain havoc on even the most well planned budget.

3. STUDENT SELECTION PROCESS, OVERSEAS COMPONENT

The process to select students for the six to eight weeks overseas component consisted of a system that was adjusted periodically to account for each overseas experience. The process consisted of an application phase, a prerequisite course phase, required seminars and training sessions, and a committee screening and selection of the final candidates. There were, however, an apparent lack of measures to identify students who could not deal with the culture shock, harsh working/living environment, and the diverse student personalities that permeated the deployment teams.

The Annual Reports contain the trip reports from the twenty-four students who traveled overseas during the project, both male and female, and also including four international students. In reading the reports, it becomes apparent that some students were more well adjusted and adaptable than others. In a closer examination, it is revealed that the students with academic majors more closely associated with international fields of study (ie. water resources management, foreign languages and other technical and humanities topics with international crossovers) came away with a more positive overseas experience. This may be attributable to the long term interests of the student, an interest that didn't wane after the initial excitement of being in a foreign country diminished.

The Project Director has learned that student enthusiasm, student excitement, and a student's desire to "experience Africa and the motherland", by themselves, is not enough qualification for participation in such an arduous overseas program, not even for enthusiastic African-American students and other students of color.

4. PROJECT DUPLICATION

Although the Foreign Language/Area Studies Enhancement Project was not an atypical "study abroad project", and was a project that was unique in character, many elements of the program can be duplicated by other universities. The strong relationships developed with World Vision International and the two national universities of Senegal have created an environment for further cooperation, and illustrates the need for further economic development programs, not only in Africa, but throughout the array of Developing Countries.

In the months ahead, Central State University will continue its programs in West Africa, but will also seek to partnership with other U.S. postsecondary institutions for similar or different projects in other regions of the African continent, especially Southern Africa.

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